Programme of study for: **Health and Social Care – Level 2 Tech Award – Year 10 (2026-2027)**

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Other timescale: From: 09/26 To: 10/26	Other timescale: From: 11/26 To: 12/26	Other timescale: From: 01/27 To: 02/27	Other timescale: From: 03/27 To: 04/27	Other timescale: From: 04/27 To: 05/27	Other timescale: From: 06/27 To: 07/27
Topic / Big Question: **Component 1** – Human Lifespan and Development Topic: A:1 – Human growth and development across the life stages Topic: A:2 – Factors affecting growth and development	Topic / Big Question: **Component 1** – Human Lifespan and Development Topic: B:1 – Different types of life events.	Topic / Big Question: **Component 1** – Human Lifespan and Development Topic: B:2 – Coping with change caused by life events	Topic / Big Question: **Component 1** – Human Lifespan and Development Topic: B:2 – Coping with change caused by life events	Topic / Big Question: **Component 1** – Human Lifespan and Development Topic: B:2 – Coping with change caused by life events	Topic / Big Question: **Component 3** – Health and Wellbeing Topic: A:1 – Factors affecting health and wellbeing
Topic / Big Question: **Component 2** – Health and Social Care Values Topic: A:1 – Health and Social Care Services Topic : A:2 – Barriers to Accessing Services	**Component 2** – Health and Social Care Values Topic: Topic: B:1 – Care Values B:2 – Reviewing own application of care values B3: The obstacles individuals requiring care may face.	**Component 2** – Health and Social Care Values Topic: Topic B4: The benefits to individuals of the skills, attributes and values in health and social care practice.	**Component 2** – Health and Social Care Values Topic: Topic B4: The benefits to individuals of the skills, attributes and values in health and social care practice.	**Component 2** – Health and Social Care Values Topic: Topic B4: The benefits to individuals of the skills, attributes and values in health and social care practice.	
Skills (students should be able to do): **Component 1** - Students should be able to describe the growth and development if an individual across the life stages in each of the PIES categories. They should be able to explain how relevant factors may have affected the growth and development of an individual. Skills (students should be able to do):	Skills (students should be able to do): **Component 1** - Students should be able to explain the impact that the same life event had on their chosen individual and compare this with another individual who has experienced the same life events. Skills (students should be able to do):	Skills (students should be able to do): **Component 1** - Students should be able to explain the ways in which their chosen individual adapted to the life event and how they coped with this and compare this with another individual who has experienced the same life events.	Skills (students should be able to do): **Component 1** - Students should be able to explain the ways in which their chosen individual adapted to the life event and how they coped with this and compare this with another individual who has experienced the same life events.	Skills (students should be able to do): **Component 1** - Students should be able to explain the ways in which their chosen individual adapted to the life event and how they coped with this and compare this with another individual who has experienced the same life events.	Skills (students should be able to do): **Component 3** - Students should be able to explore how physical, social, emotional, cultural, economic and environment factors can affect an individual's health and wellbeing positively or negatively.

Component 2 – Students must be able to explain ways in which health and social care services meet the needs of individuals in a scenario provided by the teacher. Students must be able to explain ways in which barriers would affect one individual from a scenario provided by the teacher.	**Component 2** – Students should be able to demonstrate the care values in one or more simulated situations. Students must be able to reflect on their performance in their simulated situations and suggest improvements. Students must be able to explain and explore the personal obstacles that individuals requiring and receiving care may face.	Skills (students should be able to do): **Component 2** – Students should be able to explore how skills and values benefit individuals when receiving care.	Skills (students should be able to do): **Component 2** – Students should be able to explore how skills and values benefit individuals when receiving care.	Skills (students should be able to do): **Component 2** – Students should be able to explore how skills and values benefit individuals when receiving care.	
Key Learning Outcomes (students should know): **Component 1** – Students should be able to describe the physical, intellectual, emotional and social development in humans across all life stages. Students should be able to explain the different physical, social, cultural and economic factors that affect growth and development. Key Learning Outcomes (students should know): **Component 2** – Students will be able to explain the different health and social care services available to clients and explain what barriers they may face when accessing these services.	Key Learning Outcomes (students should know): **Component 1** – Students should be able to explain the impact that the same life event had on their chosen individual and compare this with another individual who has experienced the same life events. Key Learning Outcomes (students should know): **Component 2** – Students will be able to demonstrate the care values in role teacher assessed role plays.	Key Learning Outcomes (students should know): **Component 1** – Students should be able to explain the ways in which their chosen individual adapted to the life event and how they coped with this and compare this with another individual who has experienced the same life events. Key Learning Outcomes (students should know): **Component 2** – Students will be able to review their role plays and review their own application of the care values so improvements could be made in the future.	Key Learning Outcomes (students should know): **Component 2** – Students will be able to explain the different health and social care services available to clients and explain what barriers they may face when accessing these services. Key Learning Outcomes (students should know): **Component 2** – Students will be able to explain the different obstacles people face when requiring care and the benefits of the many skills and values in health and social care to support better care.	Key Learning Outcomes (students should know): **Component 2** – Students will be able to explain the different health and social care services available to clients and explain what barriers they may face when accessing these services. Key Learning Outcomes (students should know): **Component 2** – Students will be able to explain the different obstacles people face when requiring care and the benefits of the many skills and values in health and social care to support better care.	Key Learning Outcomes (students should know): **Component 3** – Students should be able to define health and wellbeing and understand the different factors that can impact a person's health and wellbeing.

End of term 1 assessment to cover: **Component 1** – Practice PSA for C1 under exam conditions tasks 1 and 2. **Component 2 –** Practice PSA for C2 under exam conditions tasks 1 and 2.		End of term 2 assessment to cover: **Component 1** – In class PSA during term prior to March 2027 deadline for submission to Pearson **Component 2** – In class PSA during term prior to March 2027 deadline for submission to Pearson		End of year assessment to cover: N/A	
Building understanding: Rationale / breakdown for your sequence of lessons: Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.
Home – Learning: **Component 1** – Interview a member of their family over the age of 46 years old and find out about their physical, intellectual, emotion and social development. Interview a member of their family over the age of 46 years old and find out about different factors that affect growth and development. Home – Learning: **Component 2** – Students to create either one or two role plays which will allow them to demonstrate their knowledge and application of the care values.	Home – Learning: **Component 1** – Interview a member of their family over the age of 46 years and find out about different life events that have happened to them during their life. Home – Learning: **Component 2** – To use the teacher and peer feedback to their role plays to help them in their review of their own performance.	Home – Learning: **Component 1** – Prepare notes for PSA C1 retake coursework assessment. **Component 2 –** Prepare notes for PSA C2 coursework assessment.	Home – Learning: **Component 1** – Prepare notes for PSA C1 retake coursework assessment. **Component 2 –** Prepare notes for PSA C2 coursework assessment.	Home – Learning: **Component 1** – Prepare notes for PSA C1 retake coursework assessment. **Component 2 –** Prepare notes for PSA C2 coursework assessment.	Home – Learning: **Component 3** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to component 3 to ensure revision is started early.

Reading / literacy: **Component 1** – Reading is required of online textbook, internet websites and writing up interview information of chosen individual. Reading / literacy: **Component 2** – Reading is required of online textbook, internet websites and discussing case studies.	Reading / literacy: **Component 1** – Reading is required of online textbook, internet websites and writing up interview information of chosen individual. Reading / literacy: **Component 2** – Reading is required of online textbook, internet websites and discussing case studies.	Reading / literacy: **Component 1** - Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA. Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA. Reading is required of online textbook, internet websites and writing up interview information of chosen individual in PSA. Reading / literacy: **Component 2** – Reading is required of online textbook, internet websites and discussing case studies. Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA.	Reading / literacy: **Component 1** - Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA. Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA. Reading is required of online textbook, internet websites and writing up interview information of chosen individual in PSA. Reading / literacy: **Component 2** – Reading is required of online textbook, internet websites and discussing case studies. Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA.	Reading / literacy: **Component 1** - Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA. Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA. Reading is required of online textbook, internet websites and writing up interview information of chosen individual in PSA. Reading / literacy: **Component 2** – Reading is required of online textbook, internet websites and discussing case studies. Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA.	Reading / literacy: **Component 3** – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning.
Numeracy: **Component 1** – Reviewing of centile charts to measure development in Infancy 0-2 years old. Numeracy:	Numeracy: **Component 1** – Looking at statistics related to life expectancy and incidences of older ages conditions (ie: heart disease and dementia). Numeracy:	Numeracy: **Component 1** – Looking at statistics related to expected and unexpected life events. Numeracy: **Component 2** - To understand how HSC	Numeracy: **Component 1** – Looking at statistics related to expected and unexpected life events. Numeracy:	Numeracy: **Component 1** – Looking at statistics related to expected and unexpected life events. Numeracy:	Numeracy: **Component 3** – Students will learn how to take a client's pulse, blood pressure, peak-flow and body mass index. They will have to interpret measurements and learn the normal parameters.

Component 2 - To understand how HSC setting have to budget for health and social care to ensure fairness for all.	**Component 2** - To understand how HSC setting have to budget for health and social care to ensure fairness for all.	setting have to budget for health and social care to ensure fairness for all.	**Component 2** - To understand how HSC setting have to budget for health and social care to ensure fairness for all.	**Component 2** - To understand how HSC setting have to budget for health and social care to ensure fairness for all.	
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): **Component 1** – Students will have to work from case studies supplied by the examination board regarding the physical, intellectual emotion and social developments of individuals. **Component 2** - Students to understand what it is like to work in the HSC sector while finding out what the roles and responsibilities are of HCPs. Students to understand what it is like to work in the HSC sector. **Component 3 –** SMSC woven throughout this component of study as students are asked to learn about the factors that affect health and wellbeing, while learning about physiological and lifestyle indicators. They then need to apply this knowledge to create wellbeing plans which will not only support their learning for the exam, but their own personal life and that of their family members.					